



| SCHOOL OVERVIEW   |   |                    |
|---|---|--------------------|
| School name   | Castle Newnham School   |                    |
| Pupils in school  | 725 (secondary)   |                    |
| Proportion of disadvantaged pupils                        | 19% (138 pupils)  |                    |
| LAC   | 1% (5 pupils)   |                    |
| Pupil premium allocation this academic year               | £146,030  |                    |
| Academic year or years covered by statement               | 2023-2024   |                    |
| Publish date  | January 2024  |                    |
| Review date (whole strategy)                              | October 2024  |                    |
| Statement authorised by                                   | Sara Levesley   |                    |
| Pupil premium lead  | Head of School - Secondary  |                    |
| Governor lead   | Rachel Endersby   |                    |
| PUPIL PREMIUM PERFORMANCE OVERVIEW FOR LAST ACADEMIC YEAR |   |                    |
| Measure   | Outcome (GCSEs 2023)  |                    |
| Progress 8  | -1.05 (Non PP -0.10)  |                    |
| Attainment 8  | 23.30 (Non PP 45.92)  |                    |
| % Grade 5+ in English and maths                           | 10% (Non PP 44.3%)  |                    |
| Ebacc entry   | 55.0% (Non PP 87.8%)  |                    |
| STRATEGY AIMS FOR PUPIL PREMIUM                           |   |                    |
| Aim   | Target  | Target Review Date |
| Progress 8  | Close gap to non-PP from -1.05 to non-PP to 0.14 in 2024 (0.33 - all)                                     | Sept 24            |
| Attainment 8 Grade  | Achieve FFT 50 estimate of 3.48   | Sept 24            |
| % Grade 5+ in English and maths                           | Achieve FFT 50 estimate of 23%  | Sept 24            |
| % Grade 4+ in English and maths                           | Achieve FFT 50 estimate of 43%  | Sept 24            |
| Ebacc entry   | Achieve 76% for pupil premium pupils  | Sept 24            |
| Other   | Improve attendance of disadvantaged pupils to national average for all pupils (currently 93.7% secondary) | Sept 24            |

## Challenges

Castle Newnham School has identified the following key challenges that need to be addressed to enable disadvantaged pupils to maximise their potential.

| Challenge | Detail of challenge  |
|-----------|--|
| 1         | Below average progress by the end of Key Stage 4   |
| 2         | Lower proportion of PP pupils attaining Grade 5+ in both GCSE English and Maths  |
| 3         | Lower proportion of PP pupils attaining Grade 5+ in any subject  |
| 4         | Higher proportion of Year 8 PP pupils than in any other year group (43 - almost double)  |
| 5         | Poor attendance levels for some PP pupils  |
| 6         | Lower participation rates of PP pupils in enrichment activities  |
| 7         | Access to resources to support learning and engagement, transport to school, including IT resources, uniform, kit, trips and visits and social inclusion |

## Intended outcomes

Below are the outcomes Castle Newnham School is aiming to achieve **by the end of the current strategy plan** and how we will measure whether they have been achieved.

| Intended outcome  | Success criteria  |
|---|---|
| To improve attainment and progress of Pupil Premium pupils by the end of KS4    | <ul style="list-style-type: none"> <li>Improvement in A8 &amp; P8 scores in comparison to 2019 &amp; 2023 benchmark</li> <li>Ensuring that PP pupils are included in CORE intervention program</li> </ul>   |
| To increase the number of pupils achieving GCSE Grade 5 in both Maths & English | <ul style="list-style-type: none"> <li>Pupil engagement and confidence increases as a result of work done</li> <li>Improved partnership between pupils, home, teachers and curriculum teams</li> <li>% of pupils making expected progress in both Maths and English increases from 10% (2023).</li> </ul> |
| To improve the attainment and progress of Year 8 PP pupils in 2023-24           | <ul style="list-style-type: none"> <li>Pupil engagement and confidence increases as a result of work done</li> <li>A8 &amp; P8 scores improve on 2019 &amp; 2023 benchmark</li> </ul>   |
| To improve the outcomes in EBacc grade 4+ and 5+ for PP pupils                  | <ul style="list-style-type: none"> <li>Increase % of pupils achieving 4+ improves from 10% to national average over next 18 months</li> <li>Increase % of pupils achieving 5+ improves from 6% to national average over next 18 months</li> </ul>   |
| To improve attendance levels of PP pupils                                       | <ul style="list-style-type: none"> <li>Attendance tracked and regularly reviewed</li> <li>Improved attendance for PP cohorts</li> </ul>   |
| To improve the participation of PP pupils in enrichment activities              | <ul style="list-style-type: none"> <li>Improved retention of PP pupils in receipt of free peripatetic music lessons</li> </ul>  |

| Intended outcome  | Success criteria   |
|---|--|
|   | <ul style="list-style-type: none"> <li>● Increased % of PP pupils involved in at least one enrichment activity</li> <li>● Increased % of PP pupils involved in Bronze/Silver DofE</li> </ul> |
| To ensure that all PP pupils have access to all appropriate resources where this is a barrier to achievement or wellbeing | <ul style="list-style-type: none"> <li>● Additional support provided to PP in need of additional or specialist welfare support to remove barriers to learning</li> </ul>                     |

## Review: Last Year's Aims and Outcomes

| Aim        | Target   | Review   |
|------------|--|--|
| Progress 8 | Achieve top quartile for progress made by disadvantaged pupils amongst similar schools | <p>This was not achieved and is a continuing objective.</p> <p><u>2023 results:</u><br/> 148 pupils in Year 11:<br/> 33 Pupil Premium<br/> Progress 8 for PP = -1.05<br/> Progress 8 for Non-PP = -0.10<br/> Gap = increased to 0.95</p> <p>10 had positive P8. Overall, 9 PP pupils (27%) exceeded their FFT targets including 1 LAC.</p> <p>23 did not exceed their target and of these 12 were significantly under 0.00.</p> <p>Whilst we were successful in keeping these 12 pupils in school to the end of Year 11 their behaviour and attendance were extremely challenging:</p> <p>Of this group, 4 of these pupils arrived midway through KS4 and presented significant challenges around behaviour and attendance. 2 pupils had high SEND needs (and 1 was also LAC). These followed an alternative curriculum achieving functional skills qualifications and 1 GCSE each. 1 pupil was withdrawn from school by parents at the end of January 23 and home schooled. 1 pupil (also LAC) had a baby at Christmas and did not return to do her exams. This pupil had a high KS2 score.</p> |

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| Attainment 8                    | Achieve FFT 50 estimates (based on KS2 data) for attainment for all pupils   | This was achieved in English and maths for all pupils but PP pupil attainment was below estimate (2.33 v 3.88). The target is a continuing objective for 2023-2024  |
| % Grade 5+ in English and maths | Achieve national average English and maths 5+ scores – an ambitious target as KS2 data was below not at average  | This was not achieved. See explanatory notes above<br>All pupils: 37%<br>PP pupils: 10%<br>Improving 4+ and 5+ English and Maths is a key objective 2023-24   |
| Other                           | Improve attendance of Pupil Premium to school average<br><br>Jan 23 School Average 90.6%<br>Jan 23 National Average: 90.9%<br>January 23 Pupil Premium Average:<br>85.8% | Whilst the gap between the school's attendance figures and national narrowed and the figure was close to national (improved by 5%), further improvement remains a priority for the school.<br>FFT360 report for whole of 2022/23:<br>National = 90.7%<br>All pupils = 90.6%<br>FSM6 = 84.0%<br>Not FSM6 = 92.2% |
| EBacc entry                     | 48% EBacc entry of PP Better than the national average EBacc entry for all pupils (43%).   | This target was achieved and we were approximately 40% better than the national average for ALL pupils.   |

## Revised Whole School Strategies for Pupil Premium 2023-2024

| Measure  | Activity   |
|--|--|
| Strong monitoring of engagement and outcomes for PP pupils with strategic leadership to ensure full inclusion and focus. | Enhance leadership capacity to further develop provision for PP pupils by sharing the role between two members of staff with responsibility for intervention and closing gaps and for SEMH needs of pupil premium pupils and two members of SLT.             |
| Quality First Teaching   | Research into the difference a highly effective teacher makes to students' progress shows this is the most valuable tool in narrowing the gap  |
| Support for early career teachers  | Research shows that ECT teachers need the most support to develop skills   |
| Analyse historic data to identify strengths and weaknesses in DS outcomes and plan to address identified weaknesses      | Robust focus on tracking and monitoring of individual student progress and forensic use of assessment data for progress tracking, target setting and support for students slipping behind with targeted interventions to narrow the gap.                     |
| Start Pupil Premium Subject Champions Group to share best practice and generate ideas about improving PP outcomes        | Evidence shows that distributed leadership models have more chance of successfully implementing system wide improvements or change. This model will enable staff to share thinking, research and reading in relation to supporting the outcomes of PP pupils |

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|--|--|
| <p>Improve levels of participation in wider school activity</p>                | <p>Participation in sporting and cultural events increases self-confidence and self-esteem, which leads to improved outcomes. Offer pupils wider opportunities across school to become interested and involved in. Track this and couple it with intended outcome outlined above of increased % of PP students involved in at least one enrichment activity.</p> <p><b>Autumn Term Club Participation</b></p> <ul style="list-style-type: none"> <li>● Rowing club 9% - 2 of 21 pupils</li> <li>● Year 7,8 and 9 Basketball 10% 2 of 20 pupils</li> <li>● Dance Company 15% - 6 of 40 pupils</li> <li>● Ghost the musical 13% - 8 of 58 pupils</li> <li>● Chess Club 18% - 4 of 18 pupils</li> <li>● Year 7 Football 12% - 4 of 34 pupils</li> <li>● Photography club -17% - 3 of 18 pupils</li> <li>● Year 8 and 9 Football 25% - 6 of 24 pupils</li> <li>● Choir 9% - 1 of 11 pupils</li> <li>● KS3 Art Club 29% - 6 of 21 pupils</li> <li>● Manga Club 13% - 2 of 15 pupils</li> <li>● Table top games 7% - 1 of 14 pupils</li> <li>● Year 10 Football 9% 2 of 22 pupils</li> <li>● Year 11 Football 11% 2 of 18 pupils</li> <li>● Rugby Club 13% - 3 of 24 pupils</li> <li>● Netball 9,10 and 11 15% - 2 of 13 pupils</li> <li>● Year 8 Futsal 11% - 1 of 9 pupils</li> <li>● Dodgeball 7,8 and 9 10% - 3 of 28 pupils</li> <li>● Girls basketball 0% - 0 of 7 pupils</li> <li>● Table tennis 7% - 1 of 14 pupils</li> <li>● 7 out of 57 (12%) Year 9 Bronze DofE 2023-24</li> </ul> |
| <p>Increase levels of participation in DofE</p>                                | <p>Participation in the DofE scheme is known to increase self-confidence and self-esteem and, coupled with academic support; this can lead to improved outcomes. Use deprivation funding offered by DofE to target and improve Pupil Premium participation: <i>7 out of 57 (12%) Year 9 Bronze DofE 2023-24; 0 pupils participating in Silver DofE in 2023,</i></p>  |
| <p>Improve progress and retention of PP pupils studying instrumental music</p> | <p>Learning to play a musical instrument develops resilience and performing increases self-confidence and self-esteem, which leads to improved outcomes when partnered with a robust monitoring process. Track and monitor progress of those pupils studying an instrument as part of pupil premium subsidy. Involve parents in progress meetings and information evenings to support learning. Create mentoring program to support pupil premium pupils.</p>  |
| <p>Improve literacy levels of all pupils, including pupil premium</p>          | <p>Pupils need a minimum of 50,000 words to access their GCSE examinations. Poor reading hinders confidence and progress and as a result, pupils are not able to comprehend texts and struggle with higher-level skills such as inference. In addition, reading for pleasure can enhance reading comprehension, leading to pupils developing more strategies enabling them to understand what they have read. Skills enhanced include: inferring meaning,</p>  |

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|---|---|
|   | <p>summarising, developing questioning strategies and self-regulating (e.g.: maintaining interest)</p> <ul style="list-style-type: none"> <li>● Support English 2ic and librarian to champion and increase library usage</li> <li>● Introduce Lexia program to support pupil progress @ £41.00 per pupil</li> <li>● Reframe PP literacy intervention after each half term to analyse outcomes and impact and support more pupils</li> <li>● Restart reading during CORE registration time and provide training and support for staff in relation to reluctant readers.</li> </ul> |
| Continue to improve family contact with disadvantaged families, including through the provision of food parcels administered by the school in collaboration with a local charity. | Target work of Pupil Family Welfare team to support pupils and their families with attendance issues, pupils' mental health, housing and other issues that affect their learning<br>Restart parental coffee mornings to support vulnerable families. Restart PEG meetings to engage parents in discussion about engagement of children in their learning  |
| Improve engagement in school life and broaden experience limited by home disadvantage.  | Embed outdoor learning opportunities and careers experiences for disadvantaged pupils, including work experience on the school site and progression to apprenticeships within the school workforce.   |
| Transport to school   | Access to travel may remove barriers to learning and increase self-confidence and self-esteem, which can lead to improved outcomes when partnered with academic approaches. Use school minibus to support pupil premium pupils with significant school transport issues, which are affecting their ability to attend.   |

## Targeted academic support for current academic year

| Measure  | Activity   |
|--|--|
| Work 1:1 with individuals to support a range of needs:                             | <p>Review CORE interventions rota each half term; measure impact and target new pupils as needed.</p> <p><b><u>Autumn Term: CORE Intervention as proportion of whole</u></b></p> <ul style="list-style-type: none"> <li>● Year 7 - 40% (10/25)</li> <li>● Year 8 - 25.5% (11/43)</li> <li>● Year 9 - 30% (8/26)</li> <li>● Year 10 - 46% (7/15)</li> <li>● Year 11 - 32% (10/31)</li> </ul> <p>NB: In Year 11 consider support with the purchase of revision guides and home copy of textbooks</p> |
| Close gaps in reading and reading comprehension between PP pupils and their peers. | Continue Year 7 literacy support in 2023-2024. Increase teaching capacity for small group intervention targeting key skills in English and Maths. Introduce transition intervention for pupil premium pupils in Year 10  |
| Improve outcomes for PP pupils in English and maths including at GCSE              | GCSE maths outcomes for 2022-2023 suggest the strategy of smaller groups had limited success so the focus in 2023-2024 is on ensuring this continues but that the teaching of Maths and English is supported by CORE tutor time support in key subjects such as Maths, English and Languages.  |

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|--|---|
| <p>Improve engagement and success across the curriculum to overcome academic, social and mental health barriers to accessing learning. Access to GCSE examinations.</p>  | <p>A range of curriculum interventions take place across Year 7-11 during CORE intervention time. Of the pupils involved 46 are Pupil Premium pupils.</p> <p><b><u>Autumn Term: CORE Intervention as proportion of whole</u></b></p> <ul style="list-style-type: none"> <li>● Year 7 - 40% (10/25)</li> <li>● Year 8 - 25.5% (11/43)</li> <li>● Year 9 - 30% (8/26)</li> <li>● Year 10 - 46% (7/15)</li> <li>● Year 11 - 32% (10/31)</li> </ul> <p>Smaller groups have been added to the timetable model in both maths and English in KS3 and KS4 to support adaptive teaching.</p> <p>This year we have 40 students who are allocated Access Arrangements. Of these, 9 are Pupil Premium (22.5%)</p> |
| <p>Strong attendance (closing gap between PP pupils and all pupils,, currently 5.1% below) and viable routes through a mainstream school for pupils whose disadvantaged background compounds cognitive challenges.</p> | <p>Continue 'Ark' provision to provide bespoke curriculum for pupils, supplemented by main-school subject teaching to include support for some of our most disadvantaged pupils in KS3 who receive Pupil Premium but who do not have EHCPs (13 pupils in all, 5 of whom without EHCP funding)</p>   |
| <p>Support for SEMH</p>  | <p>Enhance support for SEMH needs through restructuring RISE program to support pupils who are unable to routinely access the mainstream curriculum.</p>  |
| <p>Improve engagement in and buy-in to homework and independent study</p>  | <p>Re-start Homework club for Key Stage 3 in the Spring Term by using accrued TA time. Track and monitor the attendance of pupil premium pupils to after school and/or targeted revision support.</p>   |
| <p>Projected spending</p>  | <p>£146,030</p> <ul style="list-style-type: none"> <li>● contribution to intervention teacher for English (£27,500),</li> <li>● contribution towards Careers TLR (£1500)</li> <li>● contribution to pastoral staffing in SEMH (£12,600),</li> <li>● contribution towards pastoral staffing (£40,000)</li> <li>● contribution towards Pastoral Support in SEMH provision, supporting with academic outcomes and attendance (£12,000)</li> <li>● contribution toward staffing in Pupil and Family Support (£12,500)</li> <li>● contribution towards Maths and numeracy catch-up (30,000)</li> <li>● Contingency (£9,930.00)</li> </ul>  |

## Monitoring and implementation

| Area             | Challenge   | Mitigating action   |
|------------------|---|---|
| Teaching         | Ensuring enough time and support is given to allow for heads of department to embed strategies and monitor impact | <ul style="list-style-type: none"> <li>● Use of line management meetings to discuss with key staff.</li> <li>● Learning walks used across the school</li> <li>● Key assessment points used to monitor impact</li> <li>● Implement robust QLA after Y11 mock exams</li> <li>● Improving extended writing and track outcomes in practice opportunities</li> </ul> |
| Targeted support | Ensuring provision is suitably monitored and pupils assessed in a way that allows progress to be demonstrated     | <ul style="list-style-type: none"> <li>● Use of line management meetings to discuss with key staff. Develop further leadership skills and capacity</li> <li>● Learning walks used across the school</li> <li>● Key assessment points used to monitor impact and working part of Assistant Principal and Primary and Secondary SENDCos</li> </ul>                |
| Wider strategies | Engaging the families facing most challenges, particularly those still dealing with significant SEMH concerns     | <ul style="list-style-type: none"> <li>● Inclusion staff are in regular contact.</li> <li>● Attendance of families at parents consultations monitored and followed up</li> <li>● Responses to Quick Questions are monitored and followed up</li> </ul>  |